

**Texas Education Agency
Standard Application System (SAS)**

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period	August 1, 2016, to July 31, 2017	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> 06 MAR 29 AM 10:24 </div>
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Foundation Communities			
Vendor ID #	ESC Region #	DUNS #	
742563260	13	556352268	
Mailing address	City	State	ZIP Code
3036 S 1 st Street	Austin	TX	78704

Primary Contact

First name	M.I.	Last name	Title
Marisela	A	Montoya	Director of Education
Telephone #	Email address		FAX #
512-610-4029	Marisela.montoya@foundcom.org		512-447-9025

Secondary Contact

First name	M.I.	Last name	Title
Julian		Huerta	Deputy Executive Director
Telephone #	Email address		FAX #
512-610-4013	Julian.huerta@foundcom.org		512-447-9025

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Julian		Huerta	Deputy Executive Director
Telephone #	Email address		FAX #
512-610-4013	Julian.huerta@foundcom.org		512-447-9025

Signature (blue ink preferred)

Date signed

3/28/16

Only the legally responsible party may sign this application.

701-16-102-063

Schedule #1—General Information (cont.)

County-district number or vendor ID: 742563260

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 01/01

End date (MM/DD): 12/31

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☒No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 742563260

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 742563260

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 742563260	Amendment # (for amendments only):
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I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 742563260

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 742563260

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 742563260

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 742563260

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Overview of community

Austin is a tale of two cities. While it is often recognized as a thriving city and one of the best places to live, the reality is that many residents must struggle to survive. Poverty in Austin has grown and that growth coupled with increasing rents and fewer new affordable housing units means that many families must make difficult choices. With average rent on a two-bedroom apartment in Austin at \$1575 per month (rentjungle, 2016), many Austin families earning minimum wage must pay more than they can afford for rent—leaving less for food, healthcare, and other household expenses, including quality child care and youth programs.

Affordable rent is critical to ensuring that children thrive academically. Homeless children attend an average of 3 or more schools per year and with each change in schools, a student is set back academically by 4 to 6 months (National Center for Homeless Education at 2005). In addition, homeless or precariously housed students tend to be two years behind their peers and are at greater risk for dropping out (Requejo, 2010). In March 2009, the National Center on Family Homelessness ranked Texas worst in the nation for child homelessness, with one out of every 20 children living in cars, emergency shelters, motels or campgrounds due to family economic hardship. This school year, Austin ISD reported 3,000-5,000 students are homeless or in temporary living situations. Along with stable housing, working families and their children need out of school time programs that provide academic support as well as enriching experiences that demonstrate positive outcomes and put families on the path of long-term stability and success.

Need for the program

Foundation Communities' mission is to create housing where families succeed. That is why we provide housing and other family supports to low-income families and why we are proposing three 21st Century Learning Centers in our apartment communities that will target our students and families with the greatest need. We want to create a place where families can have access to targeted social, educational and other support services at no cost. The three proposed centers—St. Elmo Neighborhood Learning Center, Vintage Creek, and M Station Learning Centers—are all located in our apartment communities for low-income, working families. In addition, these centers are located in communities with schools where almost all of the students are considered economically disadvantaged. At St. Elmo Elementary, 89.7% of the students are economically disadvantaged and 61.3% are considered at risk. At Campbell Elementary 96% of students are economically-disadvantaged and 58.9 % are considered at-risk. Andrews Elementary has the overall highest rate with 97.6% of the students identified as economically disadvantaged and 85.7% as at-risk.

These children and their needs are well-known to the organization, including their need for academically rich, stimulating, safe and nurturing environments when their parents are not available to supervise, encourage or help them – typically after school and during the summer, when parents are at work. Foundation Communities has worked collaboratively with these children's elementary schools to identify their academic resource and enrichment needs and structure appropriate after-school and summer learning experiences to meet these needs. Through review of Campus Improvement Plans, and discussions with key school staff, parents, and housing staff that work directly with the families, Foundation Communities has developed a program plan of activities to address critical academic and social supports needed by these students and their families.

Program Description

The goal of out of school time programming at Foundation Communities' Learning Centers is to improve the academic performance and positive behaviors among economically-disadvantaged students. The Foundation Communities program focuses on academic support which is offered through daily homework assistance in small groups, one on one with trained adult volunteers, and targeted interventions that focus specifically on mathematics, reading, science, and social studies. Students' social and behavioral needs are met by structuring time for students to engage socially

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 742563260

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

with peers, and by providing adult mentors. Youth programming partners also provide activities and lessons that offer character building, drug- and violence-prevention, creative arts, and literacy support. Students are offered physical fitness activities and nutrition programs through CATCH (Coordinated Approach to Child Health) curriculum to teach lifelong healthy habits. The summer program is developed to prevent summer slide among students, as they continue to read, write, participate in math activities, and explore science and social studies through academic lessons and enrichment clubs throughout the summer months. In addition, educational field trips are taken to the libraries, outdoor environmental programs, and local colleges and universities to provide further enrichment during the summer. All 21st Century Learning Centers activities include a strong focus on improving academic performance and student participation in school, thus leading to grade promotions and a solid path to graduation.

Additionally, Foundation Communities' Learning Centers provide educational programs and services for adults that put them on a path to self-sufficiency. Computer skills classes and financial literacy programs such as money management and homebuyer education are offered to parents and adult family members. Family literacy programs and parent education workshops are also offered year-round. Targeted familial support is also provided through Case Managers and the Family Engagement Specialist.

Why Foundation Communities

Foundation Communities is uniquely qualified and situated to provide academic enrichment opportunities for children, particularly students who attend high-need, high-poverty, low-performing schools. First, by providing long-term stable housing to families that might otherwise be homeless, Foundation Communities is breaking the cycle of homelessness among children and allowing them to stay in school and keep up academically with their peers. In addition, our history of and commitment to providing holistic housing services to entire families allows us to impact the success of multiple generations, parents and their children. The programming we provide at our centers has been consistent and our staff has developed a level of trust with the families that makes them more receptive to the programming we offer. In some families, we have worked with their children when they are as young as 2 years old. Moreover, we also have developed strong, collaborative relationships with the campuses that are nearby, which allows us to have a better understanding of the additional programming needed in the community and to implement it in the most effective fashion. Finally, the Community Learning Centers are where the parents live. There are no additional needs for managing transportation, often one of the main barriers to participation. At our centers, parents and their children can learn where they live – in an academically rich, stimulating, safe and nurturing environment.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 742563260			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$251,465	\$	\$251,465
Schedule #8	Professional and Contracted Services (6200)	6200	\$19,500	\$	\$19,500
Schedule #9	Supplies and Materials (6300)	6300	\$4,500	\$	\$4,500
Schedule #10	Other Operating Costs (6400)	6400	\$9,000	\$	\$9,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$284,465
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$284,465	\$	\$284,465
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$284,465
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$14,223

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 742563260		Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded
Academic/Instructional			
1	Teacher		\$33,715
2	Educational aide		\$
3	Tutor		\$
Program Management and Administration			
4	Project director (required)	1	\$63,000
5	Site coordinator (required)	3	\$114,750
6	Family engagement specialist (required)	1	\$20,000
7	Secretary/administrative assistant		\$
8	Data entry clerk		\$
9	Grant accountant/bookkeeper		\$
10	Evaluator/evaluation specialist		\$
Auxiliary			
11	Counselor		\$
12	Social worker		\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13	ESC specialist/consultant		\$
14	ESC coordinator/manager/supervisor		\$
15	ESC support staff		\$
16	ESC other		\$
17	ESC other		\$
18	ESC other		\$
Other Employee Positions			
19	Title		\$
20	Title		\$
21	Title		\$
22	Subtotal employee costs:		\$231,465
Substitute, Extra-Duty Pay, Benefits Costs			
23	6112	Substitute pay	\$
24	6119	Professional staff extra-duty pay	\$
25	6121	Support staff extra-duty pay	\$
26	6140	Employee benefits	\$20,000
27	61XX	Tuition remission (IHEs only)	\$
28	Subtotal substitute, extra-duty, benefits costs		\$ 20,000
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$251,465

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 742563260		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Independent Evaluation through Austin ISD Department of Program Evaluation	\$9,000
2	Bookspring	\$2,500
3	Inspiring Connections Outdoors- ICO (Sierra Club)	\$3,000
4	Creative Action	\$5,000
5		
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$19,500
(Sum of lines a, b, and c) Grand total		\$19,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 742563260		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$4,500
Grand total:		\$4,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 742563260		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$4,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$5000
Grand total:		\$9000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 742563260			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$284,465

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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On this date:

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Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 742563260			Amendment # (for amendments only):		
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
Total enrollment:			285		
Category	Number	Percentage	Category	Percentage	
African American	57	20%	Attendance rate	96.72%	
Hispanic	178	62.46%	Annual dropout rate (Gr 9-12)	1.3%	
White	23	8.07%	Students taking the ACT and/or SAT	69.5%	
Asian	9	3.16%	Average SAT score (number value, not a percentage)	1513	
Economically disadvantaged	272	95.44%	Average ACT score (number value, not a percentage)	22.2	
Limited English proficient (LEP)	137	48.07%	Students classified as "at risk" per Texas Education Code §29.081(d)	52.6%	
Disciplinary placements	0	0%			
Comments					
The above ethnic/race breakdown does not include:					
Two or more races: 15, 5.26%					
Other: 1, .35%					
Unknown 2, .70%					
Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	9	9.47%	No degree	0	0%
Hispanic	39	41%	Bachelor's degree	61	64.2%
White	47	49.4%	Master's degree	33	34.7%
Asian	0	0%	Doctorate	1	1%
1-5 years exp.	21	22.1%	Avg. salary, 1-5 years exp.	\$44923	N/A
6-10 years exp.	26	27.3%	Avg. salary, 6-10 years exp.	\$47498	N/A
11-20 years exp.	29	30.5%	Avg. salary, 11-20 years exp.	\$47458	N/A
Over 20 years exp.	13	13.6%	Avg. salary, over 20 years exp.	\$59847	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 742563260

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	43	55	45	55	51	36	0	0	0	0	0	0	0	285
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	43	55	45	55	51	36	0	0	0	0	0	0	0	285

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Schedule #13—Needs Assessment

County-district number or vendor ID: 742563260

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Campus Needs Assessment was conducted to identify the needs and assets of each school in order to design the best set of activities for the students and families at each campus. Coordinated and compiled by the Director of Education (Project Director for the 21st Century Learning Center program), the needs assessment was completed by the Site Coordinator at each center. The Director of Education used this critical information to prioritize the needs to be addressed and the activities meant to meet those needs.

The Director began by asking each Site Coordinator to complete a Needs/Assets Inventory form developed by the Afterschool Centers on Education. This form includes a matrix to document the needs and assets at each campus and supporting information. Site Coordinators were also asked to identify a priority level for each need. To do this, the Site Coordinators reviewed the Campus Improvement Plan to understand the campus' academic achievement levels and their goals and objectives to improve performance. Then, they worked with key school staff including principals, assistant principals, counselors, parent involvement specialists, and teachers to identify their concerns and academic and social needs of students at their school and living in each of the housing centers. Site Coordinators also worked with parents to secure the parents' permission to discuss the academic, enrichment and attendance needs of their children with school personnel, one-on-one and in groups.

Information on family needs has been collected by the Project Director, Site Coordinators, Property Management staff and other Foundation Communities staff working directly with the families at the housing site. These families are economically disadvantaged working families and typically single parent head of household. We have provided housing for working families for over 15 years, Foundation Communities hires staff and professionals (Learning Center Coordinators, Resident Service Coordinators, Case Managers/ Social Workers and Family Engagement Specialists) who are trained and have expertise working with economically disadvantaged families of diverse backgrounds.

Additionally, the Project Director completed a community assessment to determine the other out of school programs in the neighborhood. Currently students at these schools have access to some paid day care centers, but the fee can often make those options inaccessible to parents. Andrews and St. Elmo offer the district's free Prime Time afterschool program, but it is only offered for six weeks and ends at 4:30p.m. Overall current available programming does not provide continuous support for students and are not easily accessible for working parents and families.

Once assessments were completed, the Project Director collaborated with each Site Coordinator to evaluate the data from the campus needs assessment, feedback from parents and teachers, and evaluation of community programs. To help prioritize the multiple needs, the Project Director focuses on each campus' academic needs to guide programming. Because reading is a gateway skill for success in many other academic areas, programming and activities in that area will be given high priority. In addition, priority will be given to areas that are reflected on academic reports, STAAR scores and report cards. Finally, feedback from teachers and principals will play an important role in prioritizing programming. The data from each campus will be synthesized to develop a program plan of activities for each year and will integrate and coordinate with each Campus Improvement Plan and available neighborhood programming outside of school.

Each year the Project Director and the Site Coordinators will update the needs assessment to ensure that it reflects the most current needs of the school and community. Updates will continue to include information from key school and Foundation Communities staff and will also incorporate a stronger family voice. Specifically, family members will provide their own assessments of their children's academic and afterschool needs, and the needs of their families. They will also help project staff interpret the data provided by their children's schools. The Project Director and Site Coordinators will review the updated assessment and incorporate that data into an updated activity plan for the following year.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 742563260

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academic Performance	Foundation Communities will hire certified teachers and subject specialists to provide small group instruction, targeted intervention, and homework assistance on a regular basis to students needing help in specific areas. Some campuses will utilize book/writing club participation to improve standards and STAAR scores in particular areas. We will use pre/post assessments, track/log hours of participation, and use a comparison group to track the effectiveness of these efforts.
2.	Improve School Day Attendance	For all three campuses, Foundation Communities plans to incorporate the Austin Independent School District's Every Day Counts training program which focuses on the importance of attending school every day. The training also provides information to parents on the necessity of healthy food and the importance of sufficient sleep to help students be at their best. We will track student attendance against our goal of 97% attendance at school.
3.	Improve Positive Behavior	Each center will use a combination of creative and fine arts classes, opportunities for outdoor recreation and social emotional learning (SEL) to address behavior. We will partner with various service providers to offer these opportunities on site. One campus will develop a mentorship program among students. With fewer reprimands and behavior referrals, students will have an improved outlook on education and spend more time in the classroom.
4.	Increase Grade Promotion Rates	We plan to offer a 5th Grade Transition Program/Summer Prep Camp at two campuses. Studies have shown that when students' grades decline, they lose motivation for school. Through the Transition Program we will provide students with support to help them maintain good grades, inspire motivation, boost self-esteem (which particularly declines with female students), and keep parents engaged as their students move on to middle school.
5.	Increase Graduation Rates	At two campuses, we will offer trips to college and career fairs as well as local colleges and universities. We will also utilize a technology club to expose students to career opportunities. One campus plans to offer more supportive programming for parents. We will provide students and their parents information on the milestones they need to meet to pursue college and career and use pre and post surveys to test this knowledge.

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Schedule #14—Management Plan

County-district number or vendor ID: 742563260

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Director of Education, Bachelors Degree Social Services, 20 years experience providing programming to economically disadvantaged youth and families, supervising school-aged youth programs, compliance with federal, state/local government grants; program planning and alignment, development and implementation including evaluation/data management.
2.	Site Coordinator(s)	Bachelors in Social Services/Education; experience with out of school time programming, assessing student needs, one year minimum of direct staff supervision; flexibility in work hours for evening and weekend activities.
3.	Family Engagement Specialist	Bachelors in Education/Social Work. Knowledge of community organizations/social service agencies. Advocate for parents, facilitator of parent education and coaching to ensure healthy parent/child relations. Knowledge of principles of case management and group facilitation.
4.	Evaluator	Previous experience in evaluating 21 st CCLC/federal grants. Good oral and written communication and cultural sensitivity, awareness of diverse clientele and families.
5.	Other	Local program providers will serve as contractors/vendors for specialized programs. Experienced providers with previous ACE program experience and understanding of goals and objectives of 21 st CCLC; data collection and management.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance	1. Conduct Campus/Community Needs Assessment	02/15/2016	03/15/2016
		2. Use instructional strategies to plan activities	08/01/2016	07/31/2017
		3. Target students and plan with school teachers/admin	06/15/2016	08/23/2016
		4. Train staff on instructional strategies	08/01/2016	07/31/2017
		5. Provide a variety of academic program activities	09/06/2016	07/31/2017
2.	Improve School Day Attendance	1. Provide adult advocates based on need	09/06/2016	07/31/2017
		2. Provide Every Day Counts Training to parents	08/23/2016	07/31/2017
		3. Monitor attendance with district reporting tools	09/06/2016	07/31/2017
		4. Emphasize importance of school attendance	09/06/2017	07/31/2017
		5. Conduct parent conferences to address absences	09/06/2017	05/31/2017
3.	Improve Positive Behavior	1. Conduct parent and student orientation to programs	08/01/2016	07/31/2017
		2. Hold training for staff, volunteers, vendors	08/01/2016	07/31/2017
		3. Provide targeted services via assessment	08/01/2016	07/31/2017
		4. Develop leadership opportunities within programs	08/01/2016	09/30/2017
		5. Use positive reinforcement techniques	09/06/2016	07/31/2017
4.	Increase Grade Promotion Rates	1. Use data and other tools to review student grades	10/31/2016	07/31/2017
		2. Train staff and use best practices for engagement	08/01/2016	07/31/2017
		3. Provide academic assistance for struggling students	09/06/2016	07/31/2017
		4. Conduct student performance review with parents	09/06/2016	05/31/2017
		5. Highlight student achievement within program	09/06/2016	05/31/2017
5.	Increase Graduation Rates	1. Provide parent education on school success	08/01/2016	07/31/2017
		2. Provide college and career exploration activities	08/01/2016	07/31/2017
		3. Train staff using best practices for school retention	08/01/2016	07/31/2017
		4. Use district reporting tools to track post-grad paths	09/06/2016	07/31/2017
		5. Provide continuing resources after elementary	09/06/2016	07/31/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 742563260

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As an organization, Foundation Communities regularly monitors the attainment of goals and objectives for all of its programs by reviewing program indicators and financials. If the reviews indicate that either performance or financial targets are not being met, improvements are made. This same type of continuous improvement process will be utilized by the Community Learning Centers. Regular tracking of performance indicators, feedback from stakeholder focus groups, assessments and surveys, and regular site observations will determine how the project is progressing on attaining its goals and objectives. In addition, the project team will continue its involvement with the Central Texas Afterschool Network (CTAN), a local network of afterschool leaders and providers. Through meetings and professional development, the team will remain up to date with local and community needs for out of school time, as well as the newest trends in programming.

Based on its monitoring efforts and information gathered through CTAN, the Project Director and Site Coordinators will lead staff training around their findings. On an annual basis, the project team will utilize the data gathered from both qualitative and quantitative reviews and best practices to implement major changes to participant programming. However, Site Coordinators will have the ability to make any necessary programming adjustments throughout the year. All findings, improvement plans, program changes, and site observations will be documented and tracked.

Because of the nature of this collaboration, changes will be discussed by all stakeholders before being implemented. However, Foundation Communities will formally communicate project status and necessary changes through its quarterly meetings with project stakeholders. If any changes require authorization from TEA, the Project Director will follow through with an amendment to the needs assessment and/or program plan.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Foundation Communities currently offers programming and holistic services to children and families through its Community Learning Centers. These efforts aim to improve educational success and provide critical social and financial services to their families. While similar to the 21st Century program, these efforts lack the pointed focus on improving academic achievement and the close collaboration with the schools that funding from the 21st Century program makes possible.

Current programming can be used as a strong foundation for enhanced programming that prioritizes academic enrichment, access to programs, services, and activities that reinforce what students are learning at school, and literacy opportunities for their families. Because similar programming exists, basic staffing is already in place. This means that Foundation Communities can maximize the effectiveness of TEA funds by using them to hire certified teachers and other specialists to target the students' specific academic needs. In addition, we leverage the funding we currently receive from other entities to provide a broader array of services for children and families participating in the program. Finally, having this broad base of support for our programming makes sustainability of a 21st Century program more likely since additional funding will be needed only to extend the additional enhancements and not the entire program.

Foundation Communities has many long-term partners that will provide services for Cycle 9 programming such as the Capital Area Food Bank, Inspiring Connections Outdoors, Lifeworks, and Creative Action. We have also secured a new partner in Booksprng and expect to secure many more. The holistic nature of the programming along with the focused attention of the children and parents, entices partners to be part of this successful effort. Our strong relationships with these organizations are the result of collaboratively developing programming for our students and when necessary, working together to make any adjustments that are needed. As a result, our partners stay committed to our program.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 742563260

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Review of STAAR results	1.	Improved math and English grades
		2.	Improve from not proficient to proficient or above in reading and math
		3.	
2.	Review of attendance records	1.	Improvement in school day attendance
		2.	Attend the program 45 days or more during the year
		3.	
3.	Teacher and parent surveys	1.	Improvement in homework completion and class participation
		2.	Improvement in teacher-reported student behavior
		3.	Parent-reported improvement in student behavior
4.	Review of report cards	1.	Promotion to the next grade at the end of the school year
		2.	
		3.	
5.	Focus groups and satisfaction surveys	1.	Satisfied with project implementation
		2.	Satisfied with project results
		3.	Satisfied with continuous improvement efforts

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The project will secure the services of a qualified evaluator through a contract with Austin Independent School District (AISD). This evaluator will collect both quantitative and qualitative data to evaluate this project. Quantitative data will be collected through student report card data (for grades, conduct assessments and attendance); students' and campuses' standardized test results; reports of student disciplinary incidents; and other information routinely collected and analyzed by the District and/or the State of Texas in their performance evaluation and measurement systems. Academic performance of participating students will be monitored on an ongoing basis, at nine week intervals, aligned with AISD's student reporting periods. Qualitative data will be collected annually from students, parents, school administrators, faculty and support staff, and project staff using methods such as key informant interviews, focus groups, and questionnaires with open-ended items. This data will be focused on the implementation process and its outcomes, and stakeholder satisfaction with the project and recommendations for improvement.

Indicators will be measured at the beginning and end of each academic year and/or summer session to determine what changes have occurred, the direction of the changes, and the magnitude. Students' academic performance will be communicated by the evaluator to Site Coordinators, both in aggregated (site level) form and by individual (student level). Stakeholder satisfaction data and improvement recommendations will also be shared. At regular intervals, the Project Team will collaborate with the evaluator to interpret and give meaning to emerging and ongoing evaluation results so that these results can be used to develop new strategies, revise activities, and improve the overall implementation and evaluation processes. Evaluation results will be aligned insofar as possible with Campus Improvement Plans so that the project's contributions to achieving the goals and objectives of each school's Plan can be ascertained.

On an annual basis, the results from the evaluation and the resulting changes will be shared with all stakeholders involved in the project. A copy of the evaluation will reside at each Community Learning Center for anyone who wishes to review. The annual evaluation will also be published on Foundation Communities' website.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 742563260

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activities: This grant will fund a range of learning and enrichment experiences for students whose families live in three of Foundation Communities' properties. Additional students in need will be referred by their school to participate in Community Learning Center (CLC) activities. Activities in each CLC are structured specifically to meet the needs and interests of participating children and each Campus Improvement Plan. Afterschool activities include a strong focus on improving academic performance and are intentionally designed to align to the school day through daily homework assistance, lessons, and enrichment programs. Activities will include environmental awareness, fine/creative arts, college/workforce exploration, as well as STEM and reading activities aligned with TEKS and school day curricula. Daily fitness and health activities will also be conducted and Summer programs will reinforce academic skills to prevent learning loss. The CLCs will also engage parents and help them become more aware of their children's academic performance, be better connected to their children's school and teachers, and help parents learn how to structure their home environments to promote their children's learning successes. The goal is to provide students with a team of academic supporters and well-developed academic and enrichment activities so that they are successful in school.

Travel: Most students reside at the apartment community where the CLC is physically located. When students are dismissed from school each day, they will be returning to the CLC where their apartment home is located. Parents will designate on the enrollment form whether they will be responsible for picking up their children when school is dismissed and bringing them to the CLC, or if the program staff will be responsible in assisting students to the CLC. All Elementary School campuses are located within a short walking distance of the CLCs. At school dismissal, program staff will arrive at the campuses to pick up students from school. Program staff will have a roster of all children attending the afterschool program and designated as pick-ups to ensure that all are in attendance. The staff will walk with students safely from school to the CLCs using the Walking School Bus model. Students will either be picked up by parents or guardians at the CLC by the close of the program daily, or they will walk to their apartment in the complex unaccompanied, if the parent permits. This information will be designated on the enrollment form by each parent/ guardian who enrolls their child/ren into the program. Parent pickups and walkers will be designated on each program leader's roster to determine how they will be dismissed. All information will be covered at a mandatory orientation for parents.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Information about the 21st Century CLC will be provided verbally and in writing (i.e. flyers, brochures, monthly newsletters and announcements) to the parents of prospective students and/or to students themselves by the Leasing Staff and Resident Services Staff at the apartment community, as well as to School staff and teachers. All information provided will feature the ACE (Afterschool Centers on Education) logo, so that the program becomes identifiable to youth and adult residents of the community.

All written information will be available in the languages used and understood by the children and families of the community. The information will also be provided to individuals with disabling conditions (i.e., deaf or blind) in the communication formats they routinely use, including sign language and Braille. Center staff will conduct outreach to ensure all children and their families in these complexes are aware of the afterschool and summer programs, and the academic supports and enrichment experiences these programs provide.

Monthly newsletters and informational brochures will be given to all residents of the community that feature student activities, adult education classes and family engagement events. This information will also be provided to the school and other neighborhood youth programs in the area. Once each fall and summer, each center will sponsor an evening Open House event to inform and engage all resident families, in an effort to increase the Center's exposure and promote children's involvement in its programming.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 742563260

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The centers will use a coordinated approach to developing, delivering and analyzing results of the program that strongly focuses on students' academic achievement. The Center will involve program activities that reinforce students' school day learning in core subject areas and provide many academic supports that promote success in school and life. Program activities will support reading improvement, daily homework completion, and deliver hands-on exposure to the broader world of science and social studies, art and music. The program activities will be developed based on data and other assessments gathered from the school district, campus administrators and teachers as well as parents and students. Using the data/assessments and the 4 Component Activity guide, program staff will develop and design activities and lessons that keep students' attention and support their school day learning. Program activities will be aligned to the goals of the school's improvement plan and individual academic needs of the Center's students. TEKS standards and grade level skill sets will be used to meet core objectives and goals. Throughout the summer months, students at Foundation Communities' Learning Centers will also continue to read, write, participate in math activities, and explore science and social studies through academic lessons and enrichment clubs, directly addressing potential summer slide and summer learning loss, so they retain what they have learned the previous school year to keep them at or above grade level.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Foundation Communities will coordinate with the Austin Independent School District (AISD) to ensure that its 21st Century CLC program is well aligned with the efforts of the school district under Title I as well as other federal programs, and that it meets compliance and standards set forth by the district. Foundation Communities will coordinate efforts with other local 21st CCLC/ACE programs to share resources, curriculum, training/professional development opportunities, as well as guidance on general program oversight and management.

Case Managers, Resident Services staff, and the Family Engagement Specialist will work to provide participants with referrals and resources in the local community. The project staff will also bring medical and health resources to the community, such as medical/dental screenings and health and wellness programs for families. Foundation Communities will also work with local afterschool providers, youth program services, and adult education providers in the Austin community in order to provide specialized programs and educational opportunities for both youth and adults, including:

- Creative Action will provide fine arts enrichment classes
- LifeWorks will provide family education workshops
- Sierra Club will provide environmental and outdoor education activities
- Literacy Coalition of Austin and BookSpring will provide parent and child literacy support and materials
- Phoenix Arising will provide summer STEM programming
- The University of Texas at Austin and Austin Community College will offer a college-level course for parents
- Austin Free Net will offer computer skills classes for parents
- WeViva will provide fitness and nutrition classes

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 742563260

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.) Foundation Communities out of school time programming and family support services are developed through assessment of participant needs, assessment of community services, and data collected about the school and students. Among objective data reviewed are students' attendance and academic records, such as grades and standardized test scores, reports of disciplinary action, and additionally, the needs of economically disadvantaged students, students who are ELL, and those who come from racially-diverse backgrounds. This information is used to develop programming for students that supports their out of school time learning, both afterschool and during summer.

2.) The academic support of the Foundation Communities' Learning Centers afterschool and summer programs are designed in reference to evidence-based evaluative research:

- The program will be assessed regularly based on the Texas High Quality Standards for Afterschool, Summer and Expanded Learning Programs. This comprehensive assessment tool, developed by the Texas Partnership for Out of School Time, gauges alignment to high-quality programming and whether standards are met, and helps the Project Team assess, plan and improve areas of the program based on research-based best practices.
- The structured reading support programs, I Station, I-Ready and Read Naturally/Read Live, were recommended by reading specialists based on their proven results in assisting struggling readers to improve reading scores. For example, studies reviewed by the National Center on Response to Intervention show that Read Naturally strategy programs have statistically significant effects in fluency and accuracy, and an academically meaningful impact on comprehension, which assists students to successfully pass their standardized tests.
- Summer STEM programing will be evaluated by the Dimensions of Success instrument developed by Harvard University to measure twelve indicators of the quality of out-of-school time STEM programs.

3.) Foundation Communities plans to evaluate and assess the success of its programming based on established performance measures, including:

- 1) number of hours services are provided;
- 2) number of children enrolled (overall);
- 3) average daily attendance (rate);
- 4) number and proportion of parents or other caretakers engaged in Adult Education opportunities;
- 5) number and proportion of children whose grades improve;
- 6) number and proportion of children whose school day attendance improves;
- 7) proportion of students who pass or improve scores on all STAAR tests for their grade;
- 8) proportion of students who are promoted to the next grade level;
- 9) the number of students whose teachers report improvement in homework completion and behavior in class;
- 10) level of school involvement/connection based on number of meetings, joint program activities and communications; and
- 11) responses to focus groups and satisfaction surveys.

All program activities will be monitored throughout the school year through teacher and program staff surveys, self-assessments, independent evaluation tools, feedback from students and parents, and observations of the Site Coordinator and Project Director. These assessments will be used to determine need and areas of improvement. The Center will monitor children's academic performance year-round, through report cards, progress reports and regular conversations with students, their teachers and parents.

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Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X Check this box IF you are applying for priority points for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

€ Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Foundation Communities will partner with Austin ISD and its elementary schools to hire certified teachers to provide homework assistance and targeted academic assistance, as well as conducting the project evaluation. M Station Center will partner with Campbell Elementary School. St. Elmo Neighborhood Learning Center will partner with St. Elmo Elementary School. Vintage Creek Center will partner with Andrews Elementary School. Foundation Communities will partner with the following organizations to deliver comprehensive programming:

- Creative Action will provide multidisciplinary arts lessons, team-building games, and inquiry-based projects that will engage students in learning critical academic, social and emotional skills including critical thinking, empathy, creative expression, communication, conflict resolution, leadership, and literacy. Activities will include creating original films, painting a mural, or performing an original play, using the creative arts to actively engage students in exploring age-appropriate social issues, building an appreciation for diversity, and learning how to make a positive difference in their communities.

- Lifeworks will provide programming focused on social emotional learning concepts at all three of our centers. They will utilize small group sessions involving parents and students. Programming will target youth most at-risk for behavior referrals.

- BookSpring will pilot a semester long program for students at Vintage Creek Learning Center that includes reading motivational activities, literacy materials and 8 STEM-based childrens' books for summer reading practice.

- Literacy Coalition of Austin will provide specialized programs for both youth and adults.

- Sierra Club's Inspiring Connections Outdoors program utilizes trained volunteers to provide opportunities for Foundation Communities' students to participate in outdoor adventures and environmental science education through three outings a year, in the fall, spring and summer.

- The local public libraries will provide opportunities for summer reading programs and field trips.

- Educational field trips will be taken during summer months to local colleges/universities, museums and parks.

- Daily fitness and health activities will be conducted through CATCH curriculum and assessment through UT Austin School of Public Health students.

- Phoenix Arising will provide summer STEM programming that exposes students to technology, math, and aviation concepts in an innovative, exciting, and challenging manner.

The CLC programs are also designed to support the entire family, through a centralized and convenient location for families to find assistance, resources and educational opportunities for themselves. In addition to family engagement events, parent workshops and volunteer opportunities, parents and families may take part in a monthly food pantry, find referrals for other community providers for financial or medical assistance through on-site case managers and resident service staff as well as access free tax preparation. Many families living at Foundation Communities' housing are challenged for financial resources due to living on a single income. The program will provide financial literacy programs such as money management which assist parents in creating a budget, managing debt, saving for the future and meeting with a financial coach to create a financial plan. Foundation Communities offers a program called Free Minds, a college level humanities course for college credit, which is team-taught by faculty at The University of Texas at Austin and Austin Community College (ACC). Classes are held in the evenings twice weekly, making it convenient for working families to attend. Tuition, books, child care and other support services are provided without charge. Students who complete the program earn six credit hours from ACC; the program is designed for low income individuals who have not attended college or may have had barriers accessing higher education. Austin Free Net offers computer skills classes to residents free of charge at the center's on-site computer labs to assist them to develop office skills needed for employment or to assist with their children's school work and education.

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Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All Community Learning Centers are located in apartment communities for low-income, working families. A majority of the units are affordable for working families earning 50% of Austin's Area Median Income (currently \$38,400 for a family of four). As the poverty rate has increased in Austin, the development of new affordable housing units for families has slowed and rents have increased. The goal of the Community Learning Centers (CLC) in each apartment community is to help families truly succeed by dramatically reducing the strains on a typical working family's budget, while providing targeted educational and support services at no cost.

The programs at each CLC are designed to support the entire family, not just children. They provide a centralized and convenient location for families to find assistance, resources and educational opportunities for themselves. For instance, parents and families can take part in a monthly food pantry and work with an on-site case manager to find referrals for financial or medical assistance. They can attend financial literacy programs which assist parents in creating a budget, managing debt, and saving for the future. They can also attend free computer skills classes to develop office skills needed for employment or to assist with their children's school work and education. Finally, programming allows them to take part in family engagement events, parent workshops and volunteer opportunities.

What makes that each CLC unique, however, is that the services, specifically the educational opportunities, are targeted to the needs of each local campus. At the St. Elmo Neighborhood Learning Center, the needs assessment for St. Elmo Elementary identified the need for focused intervention to improve math, reading and writing levels as well as additional enrichment activities to prevent summer slide. As a result, students will be offered quality small group instruction and targeted intervention provided by teachers and reading specialists. They will also have an opportunity to join a Writer's Club, a Coding/Technology Club or creative and fine arts classes to supplement the work they do with the teachers and specialists. In addition, the needs assessment identified opportunities to strengthen positive behaviors, so students will be mentored through the Sierra Buddies Mentorship program, and parents and students will have the opportunity to attend small group sessions focused on social emotional learning concepts through our long-time partner, Lifeworks. Finally, visits to college/career fairs and local colleges and universities will be offered to increase graduation rates.

At Vintage Creek, the needs assessment for Andrews Elementary identified a need to improve academic performance in math, reading and writing. The most recent STAAR tests show that students at Andrews performed below other elementary students across the district with just 52% of students performing satisfactorily in writing and 24% exhibiting postsecondary readiness in reading. Teachers and reading specialists will be utilized at this center to provide small group instruction with a focus on students who have been identified as performing below grade level. To improve positive behavior, the center will utilize our partner Lifeworks to provide social emotional learning programming for students during the year with a focus on those who have highest number of behavioral referrals. The center will also integrate outdoor recreation opportunities into their curriculum by partnering with Inspiring Connections Outdoors to provide outings for students and parents. Lastly, to address graduation rates, the center will expand its college/career readiness curriculum and offer training in coding and technology to expose students to career opportunities.

The M Station needs assessment for Campbell Elementary identified specific academic intervention needed in the area of reading, and homework and academic skills. Results from the recent STAAR test show that, particularly in grades 3 and 5, students perform below their counterparts across the district in reading. As such, this center will utilize teachers and reading specialists to provide targeted intervention both afterschool and during the summer. They will also assist students with homework completion through daily homework assistance. This needs assessment also identified a need to focus on positive behavior. Like Vintage Creek, this learning center will apply Lifeworks for social emotional learning programming as well as Inspiring Connections Outdoors to increase interest in outdoor recreation and nature exploration. However, it also plans to incorporate more opportunities for students to explore the arts through partnerships with Creative Action, which provides afterschool programming in the fine arts.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 742563260

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

National research found that teachers report that students regularly participating in 21st Century Community Learning Centers show improvements in homework completion, class participation, attendance, behavior in class, and reading and math achievement scores and grades. (American Institutes for Research, 2011 & 2013; Evers, 2012). A 2013 study found that regular participation in afterschool programs helped to narrow the achievement gap between high-income and low income students in math, improved academic and behavioral outcomes, and reduced school absences. (University of California, Irvine's School of Education, Pierce, Auger & Vandell, 2013). The Foundation Communities afterschool program has been developed based on these high-quality elements.

The summer program has been developed with the prevention of summer slide in mind. Researchers at Johns Hopkins University have concluded that two-thirds of the achievement gap between lower- and higher-income youth can be explained by unequal access to summer learning opportunities. The summer learning gap begins in elementary school, accumulates over the years and, once students get to high school, results in unequal placements in college preparatory tracks and increases the chance that children from low socio-economic families will drop out. (American Sociological Review, Vol. 72, April 2007) Therefore the program keeps children reading, writing, and doing math, social studies and enrichment clubs throughout the summer months, to avoid their "slipping back" to their previous grade skill set. Science Technology, Engineering and Math (STEM) educational activities are also critical for students preparing for higher education and jobs in the technology sector, particularly in the Austin area. FC's Summer Program offers theme based programming which allows students to explore specific STEM areas while enhancing school-year curriculum.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The organization's Volunteer Coordinator will recruit volunteers, including seniors, through retired teachers associations, businesses and local civic and service organizations. Senior citizens who are interested in becoming volunteers at the Community Learning Centers will be screened and utilized as homework assistants for subjects in which they have the appropriate academic skills, as mentors, guest speakers and instructors of special interests. Volunteers who work with students become additional academic supports for the students. They are individuals who monitor children's progress and struggles as well as other indicators of academic success and encourage them in their future plans as well.

Currently, Foundation Communities' volunteer coordination team works in conjunction with the Capital Area Volunteer Foster Grandparent program and places senior citizens in Learning Centers for up to 20 hours per week in a volunteer capacity. Most of the foster grandparents serve as homework assistants and reading buddies to the children in the program, as well as assist the program staff with classroom projects, activities and management of the children.

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Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Foundation Communities is fortunate to have a broad base of support from government grants, private and corporate foundations, and individual donors. During the years the CLC receives support from TEA, Foundation Communities will continue to grow this base of support, with a particular emphasis on educating foundations and private donors on the many benefits of out of school (afterschool and summer) programs for local low-income and high-risk students.

With a dedicated staff available to raise funds and an earned revenue funding stream, Foundation Communities is uniquely positioned to develop and implement a targeted strategy to continue the work of the CLC after TEA funding has ended. In the area of fundraising, the team, led by the Director of Institutional Giving and Director of Community Engagement, will use the results from the evaluation of the project and the positive student outcomes achieved to develop a case for continuation of the CLC. They will present this case to government entities, current foundations and individual funders who will be encouraged to increase their investment. Specifically, they plan to approach those funders from which Foundation Communities currently receives strong support - the Michael and Susan Dell Foundation, St. David's Foundation, and KDK-Harman Foundation, to name a few. They will also use it to introduce new funders to this important project. The Executive Director and Director of Education will support these initiatives by talking directly to funders and providing in-depth information about the programming and its successful results.

In addition to sustaining the program through fundraising, Foundation Communities also expects to channel discretionary funds from earned revenue into this critical CLC initiative. As a housing provider, 80% of the organization's budget comes from apartment rental (total of more than 3000 units). This earned revenue allows us to channel some discretionary funds into sustainable initiatives that have proven valuable, such as the ever-expanding and critical Learning Center initiatives. Because these are so important to families, we build a new Learning Center with each new family property. These new properties also allow us to approach new and existing funders who have a particular interest in the neighborhood in which we are building.

In addition to efforts by Foundation Communities, we expect that many of our partner organizations that provide programming to the CLC initiative will also engage in raising funds for continuation. These funds would be used to support the aspect of programming that they provide which will allow them to continue serving the CLCs.

We expect to begin these efforts in the first year that CLC funding is available. Specifically, the first year we will begin identifying potential funders to approach about new and increased investments. In the second year, we will document the positive outcomes from the program and incorporate them into a case statement for potential funders. We will also begin approaching foundations and increasing awareness about the programming and its positive results. In the third and final year of funding, we will make a concerted effort to fundraise for CLC continuation by submitting grants to funders and making more focused references to the program in individual giving campaigns. We believe that the improved academic outcomes that we anticipate will be very compelling to current and potential funders.

Over the last 3 years, this fundraising team has grown Foundation Communities' individual giving program by 57%. More importantly, at the completion of Cycle 6, Foundation Communities was successfully able to secure new funding from the City and County to continue its efforts. As such, we expect to be very successful in achieving the continuation of these important programs once TEA funding is complete.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 742563260

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Foundation Communities project staff will continue to involve the community in planning, implementation, and sustainability of the program through regular communications with key stakeholders. As part of this process, we will engage a community advisory council that will consist of Foundation Communities directors, school district staff, administration, and vertical team members, parents from all three communities, parent support specialists, members of Communities in Schools, and leaders of youth program providers in each community including City of Austin Parks and Recreation, and church youth group leaders.

The Project Director, Site Coordinators and principals have met to discuss key goals and vision for the students of the school, out of school time programming and familial services provided through each school, and how best to work collaboratively to provide more support and services for students and families, but not duplicate. Each elementary administration and school staff are part of an advisory council of key stakeholders that take part in regular community meetings regarding key goals and vision. Additionally, each Learning Center Site Coordinator is already a member of the Campus Advisory Council to ensure that the project aligns with the goals of the school. The Project Director and Site Coordinators will use the Campus Needs Assessment to understand student and campus needs. The Project Team will also receive feedback from parents through one on one interviews, focus groups, family needs assessments and surveys. Assessments will help determine program design, activity offerings, needs for academic support, and how to provide the best and most supportive out of school time activities that reinforce both students' and parents' needs.

The Project Director and Site Coordinator have also met with partners who will provide more comprehensive services, such as Creative Action, Lifeworks, and BookSpring. They have worked with the project team to created a proposed schedule of activities to meet the goals and objectives of the project. Upon notification of award, the partners will develop and disseminate information about the project through flyers, newsletters and informational brochures throughout the community and at each office of the partner organizations. In addition, each organization will share information about the progress of the project with their local board members, partner agencies and throughout their networks to create more awareness of the collaborative effort of the project. All community stakeholders will meet regularly to provide input for project planning, develop program activities, and provide feedback on progress and improvement to ensure that student and family needs are adequately met. In addition, the project staff will provide periodic updates on student progress and project development to all stakeholders. Site Coordinators will also schedule regular group and individual meetings with parents and invite open communication and feedback regarding academic progress, satisfaction with program activities and possible areas of improvement.

The evaluator, contracted though Austin Independent School District (AISD), will conduct key informant interviews, focus groups, and questionnaires with open-ended items among key stakeholders, including students, parents, school administrators, faculty and support staff, and project staff. This information will be shared with the project staff and stakeholders with recommendations for improvement. Because our funders are true community partners and as such, stakeholders, FC will also share results of the ongoing evaluation with current and potential donors to show the effectiveness of the program on student achievement and familial engagement. These positive results demonstrate the need for ongoing support of the project and additional academic support for both children and adults, something our community partners can share with their peers and networks. Furthermore, Foundation Communities is a member of CTAN (Central Texas Afterschool Network), a local network of afterschool leaders and providers. CTAN has conducted extensive research and surveys about the need for afterschool programming and developed practices for program design. CTAN provides Site Coordinators and other staff with ongoing training and support in these areas. The Project Team will attend regular CTAN meetings and professional development to remain up to date with local and community needs in out of school time, as well as the newest trends in programming.

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Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grant Management and oversight of the program is the Project Director's priority. The Project Director must maintain overall project management, data management and fiscal management of the project. In order to manage these areas, the Project Director must first prepare and plan the scope of the project, identify key stakeholders, and assign their roles in the project. Secondly, the Project Director will set and adhere to timelines to ensure that grant requirements and program deadlines are met. The Project Director will review deadlines with Project Staff and train all staff on consistent data collection methods. Lastly, the Project Director works with the Foundation Communities Grants Administrator, who assists in maintaining financial records and budgets. Additionally, the Project Director will rely on the assistance from the Site Coordinator, who leads day to day operations and logistics of the program, and is responsible for securing space, scheduling activities, purchasing program supplies and snacks, outlining and maintaining a safety plan and oversight of staff.

Communication will be essential between the Project Director, Site Coordinators, stakeholders and the Grants Administrator to meet deadlines and to deliver quality programming. The Project Director will meet with all project staff and partners (on at least a monthly basis) to review information, share updates on programming and create plans for improvement. The Project Director will also review data and attendance collected on a routine basis (at least monthly) to ensure that all student data and daily attendance is submitted in a timely manner. In addition, communication through email and phone calls will occur on a regular basis.

The Project Director will make announced and unannounced visits of the program sites and conduct site observations. These observations will cover the overall program quality and assessment of the quality program management, including the duties of the Site Coordinator, the promotion of the program, and the quality of the instruction of the program staff. From these observations, the Project Director will work with the Site Coordinators to create a plan for training and professional development, if identified as an area need. Foundation Communities has adopted a model for module training in which the Project Director or Site Coordinator lead a mini-training over a specified topic during weekly staff meetings. Using training videos provided through Foundations Inc and other youth organizations, these short trainings can be done within an hour and offer program staff an opportunity to focus on one area of specific need. Topics range from transition times to classroom and behavior management. In addition, program staff will be provided training through local YPQA (Youth Program Quality Assessment), offered throughout the school year at low cost. In addition, Foundation Communities is a member of the CTAN (Central Texas Afterschool Network) which provides conferences and training locally to front line youth program staff. The Project Director, Site Coordinators and Family Engagement Specialist will also take part in webinars, regional meetings, and any state and national conferences deemed mandatory by TEA and the USDE.

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 742563260			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 1		Center Name: St. Elmo Neighborhood Learning Center		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		1.3 miles
Grade Levels to be served (PK-12)		Kindergarten through 5th grade		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				150
Number of Adults (parent/ legal guardians only) to be served:				70
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	St. Elmo Elem. School			
9 digit Campus ID #	227901136			
District Name (if different)	Austin ISD			
Distance to Center	.4 miles			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 2		Center Name: Trails at Vintage Creek Learning Center		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		12.3 miles
Grade Levels to be served (PK-12)		Kindergarten through 5th Grade		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				75
Number of Adults (parent/ legal guardians only) to be served:				45
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	Andrews Elem. School			
9 digit Campus ID #	227901102			
District Name (if different)	Austin ISD			
Distance to Center	.3 miles			

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TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 3	Center Name: M Station Learning Center		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	5.6 miles
Grade Levels to be served (PK-12)	Kindergarten through 5 th Grade		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			60
Number of Adults (parent/ legal guardians only) to be served:			35
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	Campbell Elem. School		
9 digit Campus ID #	227901111		
District Name (if different)	Austin ISD		
Distance to Center	.6 miles		
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 4	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 742563260		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 5	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
	Feeder School #1	Feeder School #2	Feeder School #3
Campus Name			
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 6	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
	Feeder School #1	Feeder School #2	Feeder School #3
Campus Name			
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 742563260		Amendment # (for amendments only):		
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 7		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 8		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 742563260					Amendment # (for amendments only):				
TEA Program Requirement 3: Center Operation Requirements									
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.									
Center Number: 9		Center Name:							
9 digit campus ID#					Distance to Fiscal Agent (Miles)				
Grade Levels to be served (PK-12)									
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.									
					Total				
Number of Regular Students (attending 45 days or more per year) to be served:									
Number of Adults (parent/ legal guardians only) to be served:									
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.									
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4					
Campus Name									
9 digit Campus ID #									
District Name (if different)									
Distance to Center									
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.									
Center Number: 10		Center Name:							
9 digit campus ID#					Distance to Fiscal Agent (Miles)				
Grade Levels to be served (PK-12)									
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.									
					Total				
Number of Regular Students (attending 45 days or more per year) to be served:									
Number of Adults (parent/ legal guardians only) to be served:									
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.									
	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4					
Campus Name									
9 digit Campus ID #									
District Name (if different)									
Distance to Center									

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 742563260

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All existing and prospective residents with children at Foundation Communities will be informed of the out of school time programs through Foundation Communities Property Management at the Leasing Center and by the Site Coordinator/Learning Center Coordinator at the on-site Learning Center. Information about the ACE program and its offerings will be provided in brochures, move-in packets, and on the Foundation Communities website. Program staff will host open houses and new participant orientations so families can learn about the program offerings and have opportunities to enroll in the program.

The Site Coordinator and program staff will work collaboratively with each Elementary School's principal and teachers to refer students, including those who are not Foundation Communities residents, to the program. Students who have been identified as in need of additional academic assistance, are performing below grade level, experiencing behavior referrals and/or in need of increased social support will be referred to the program by teachers and administration. In addition, the Resident Services Staff, Site Coordinators, Case Managers and the Family Engagement Specialist will help to identify students in need of academic and social support to the 21st CCLC program.

Program staff will regularly monitor the number of students enrolled in the program through the 21st CCLC tracking system. By tracking daily attendance, program staff can easily identify students who have not been attending regularly. Parents/families of these students will be contacted by the Site Coordinator and/or Family Engagement Specialist to identify why students have not been attending. Regular communication with families and students will allow for the Site Coordinator to stress to the families the importance and benefit of regular attendance in the program, as well as gather feedback on students' participation and attendance in the program, and make improvements and adjustments to programming where identified. Providing students with engaging activities that are of interest and value to them is key to keeping them in the program and attending regularly. If students who are not regular attendees do not plan to return, the program staff will recruit new students to fill their spots, to maintain the program at capacity and ensure that as many students in the community can attend who are in need of the program for academic support.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 742563260

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Foundation Communities' Community Learning Centers programs follow the Austin ISD school calendar. All Afterschool programs will begin when school starts, and end when school ends at the close of the year. The programs meet the needs of working parents by offering programming that follows the school calendar, and accommodating parents who may work until 5pm or later or in some cases, have multiple shifts and must rely on an older sibling or family member to care for their child. The afterschool program will be offered 5 days a week, Monday through Friday, for 15 hours each week from 3:00pm-6:00pm. Additional evening hours (6-7pm) will be offered on select days for targeted academic interventions with targeted children. Foundation Communities will operate a 6 week summer program at the Community Learning Centers, for 5 hours each day, 10 am-3pm from Monday through Friday. The programming will provide students with additional academic support in core subject areas and include enrichment and additional field study trips when available. FC provides a long summer schedule to ensure that students are provided with continuous learning and educational opportunities throughout the entire summer. The afterschool and summer program at the Community Learning Centers will operate a total of 39 weeks throughout the school year and summer combined.

The Community Learning Centers will be staffed during all operating hours by a full time Learning Center Coordinator and team of part-time Youth Program Assistants, to maintain a 10 to 1 student to staff ratio. Additional staffing will include certified teachers on a varied schedule,

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to ensure the safety of all students in the ACE program, sign in and out procedures have been established at the Community Learning Centers. When a student enrolls into the ACE program, their parent/guardian will complete an enrollment form that designates if their child will be picked up by program staff when school is dismissed and then walk over with staff to the center, or if a parent/guardian will bring him/her to the center. The enrollment form also asks that parents designate how their child(ren) will leave from the program at the close of the day (6 pm). Parents will either authorize that a child must be picked up by a parent or other designated adult or older sibling, or that the child may be allowed to walk home at the close of the day to his/her apartment home on his/her own. Parents are asked to designate at least 3 other responsible guardians, family members or neighbors to pick up their child(ren) in the case of an emergency or if they cannot pick up their child(ren) themselves. Parents are informed and it is clearly stated on the enrollment form that adults who pick up their children may be asked for proper identification upon arrival to the center. From the enrollment forms, the Site Coordinator creates a roster (sign in) sheet for staff that walk to pick up students from each School, as well as a sign in sheet for parents who drop off their children at the center. Staff is responsible for checking in students in their group when they arrive at each School and students begin arriving and checking in at their designated pick up spot. Parents or guardians who bring their students to the Center, use the sign in sheet to check in their students upon arrival. At the close of the day, each group leader/program staff member has a sign out sheet with the list of students in their classroom. Students are designated as parent pickups or walkers. Staff is responsible for checking out the walkers as they are dismissed at 6pm, while parents who pick up their students are asked to initial each day that they pick up their child(ren). If the parents are not available to pick up their child(ren) from the Center, they must send a designated pick up person (from the enrollment form) to pick up their child(ren). The Site Coordinator or program staff will verify (check identification) of the designated person at the time of his/her arrival to ensure the safety of the child before the child is cleared to leave with them.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 742563260

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After conducting comprehensive needs assessments, review of campus data, student level deficiencies and reviewing what other resources exist in the community, the Project Staff will develop lesson plans and activities that align with the school day. Planning will involve working with the school teachers and staff to identify key skills that need to be mastered and identifying ways to address those needs in academic and enriching activities. Staff will utilize the Texas Essential Knowledge and Skills state standards (TEKS) for each grade level in planning activities. Activities will be planned using the ACE Activity Lesson Plan worksheet and utilize various instructional methods outside of those used in the classroom. Use of the ACE Activity Lesson Plan worksheet and the 4 Component Activity Guide will ensure that program activities are meeting objectives and are planned with structure and purpose. This guide helps to ensure that activities will be balanced, offering some from each component: Academic Assistance, Enrichment, Family and Parental Support and College and Workforce Readiness. The planning tool will also help project staff to support the overarching goals of the project by use of best practices for the age and grade level of students. Using these tools will help staff to develop lessons and program activities that are hands-on, academically-related and align with TEKS.

Activities may include use of IStation online reading support programs (also used during school day) to improve STAAR reading scores, Writing Club that will align with TEKS writing standards and Coding and Technology Club that will incorporate use of computers and technology to support TEKS technology standards. STEM programming will include Engineering is Elementary (EiE), a research-based curriculum comprised of 20 units ranging from Aerospace to Bio Medical Engineering. Each unit has a detailed teacher guide, storybook, and material kit for hands-on activities. EiE is designed to reinforce literacy skills as well as prompt students to think critically about engineering and technology processes. Foundation Communities will also expand our EcoSmarts summer curriculum, focusing on 21st century skills through hands-on and inquiry-based STEM and environmental conservation activities. This past summer, over 400 students showed a 31% increase in environmental literacy after completion of this curriculum.

Foundation Communities will also hire certified teachers to provide homework assistance as well as reading specialists to provide targeted interventions. In addition, staff has identified key partners that offer programming activities aligned with TEKS academic standards such as literacy (BookSpring), writing, and creative arts (Creative Action) and social emotional and character development support (LifeWorks). Activities created will address the needs of students and their families, will fall under the Four Component Activity Guide, and will be aligned to the grant requirements of TEA and the US Department of Education. Activities will focus on building specific academic, enrichment, and social skills for students and will support the goals of the school's Campus Improvement Plan. Staff will use the ACE Activity Lesson Plan Worksheet and the Unit Plan template, which include goals and objectives of each activity, the national and state standards used, how the lesson is aligned to the school day and connects with families, and a debrief and reflection for the activity to check for understanding and comprehension.

The project staff will use other methods to ensure that all program activities are designed intentionally and are meeting the needs of the students to achieve student outcomes and have positive results for family participants. FC will also use pre- and post-assessments for many of the student activities, to determine whether or not students are achieving desired outcomes or that behavior is changing as a result of the out of school time activities. Each semester, students will set goals with the program staff and be assessed each quarter to determine if personal. Other pre- and post-assessments will be designed and utilized to show improvement in academic skills, personal growth, and behaviors. In addition, the project staff will determine SMART goals for each activity and theme, to ensure the activity meets specific, measureable, realistic, and timely goals and objectives. Program staff and school staff and administration will intentionally recruit students to program activities that are designed to address their identified needs.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 742563260

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Foundation Communities maintains a 10:1 student to staff ratio in afterschool and summer programs. This ratio is significantly better than the 22:1 ratio supported in most school district classrooms. Research has shown that reducing the number of students per classroom can have benefits for students' academic achievement. Classes with no more than 15-18 students have been found to be the threshold class size for increasing student achievement in the early grades. (Ehrenberg, Brewer, Gamoran, & Williams, 2001). Maintaining a low student to staff ratio is crucial to out of school time programs as well. Researchers believe that smaller classroom settings allow instructors to achieve better performance from students, as well as focus more attention and individualize instruction with the students in their classroom. For out of school time programs, this is essential for the students served as many have working parents, and not as many supports or outlets for help with academics.

Program staff adapt instruction to meet the needs of students, individually or in small groups, in several ways. Program staff are given guidance and trained in adapting instruction through the Site Coordinator and other training through the certified teachers hired to provide homework assistance and targeted interventions. Adapting instruction helps staff modify how they teach, what is taught, and how students are asked to practice the content of that instruction. Many different instructional strategies are used, because there are many students in the program within the same grade levels that have varying levels of ability, skill set and understanding of their academics. Some of the ways that these differences are accommodated are through grouping students according to levels, grouping them by need in academic subject, teaching in small(er) groups, providing guided and interactive practice, and selecting curriculum and activities that match students' academic needs through intentional planning. Staff will monitor students' progress while they are learning, and then provide them with feedback. For students who are at risk of academic failure, aides and trained adult volunteers will provide more one on one assistance with homework, reading and building skills in academic areas of need.

Out of school time and summer programs allow staff to teach explicitly to students' needs in small group settings. Staff are able to pace lessons, provide for shorter lessons to allow for processing time, and organize their instruction to include visuals such as graphic organizers, pictures, or other mediums to assist students who learn at different levels. Additionally, the program meets the needs of small group or individual students by providing many hands-on and experiential learning activities which are not provided in the classroom setting at school. For example, college readiness and 21st Century workforce development activities are planned that provide exposure to colleges and universities via field trips, on-campus workshops and career-oriented guest speakers

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 742563260

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist (FES) employed for this project will be hired at part time to work between our three communities. The Family Engagement Specialist duties for this project will be to work closely with each Site Coordinator to plan, strategize and develop more comprehensive programming that helps meet the needs of all families. Much of their work will be based on the community and campus needs assessment conducted by the Project Director and Site Coordinators. The Family Engagement Specialist will be active in communicating with parents about the importance of school attendance, attendance in the program, as well as their children's academic and social needs. The FES, along with the Site Coordinator, may also be called upon to assist parents in communicating with their child's teacher and other school administration, particularly if there is a language barrier in communication. The FES will provide a Family Resource Center at each community to provide families with updated information on programming for parents and families within their community as well as locally. This position will work together to provide parent education and training through the organizations' staff or by other service providers. The FES will work towards building relationships with families and help to support their needs through connecting them with each other, the school and other community resources and educational tools at the center and school. This position would also work closely with the support service staff at each School, such as each schools' Parent Support Specialist.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist (FES) would be part of the project team comprised of the Project Director, Site Coordinator, and program staff, whose ultimate goal is to provide an array of services to students and parents that meet their academic, enrichment and familial needs. The FES will help recruit and orient new and prospective parent participants to the program by setting up individual meetings with parents through home visits or at the Center. The FES will also jointly host open houses and parent orientations with the Site Coordinator to introduce the program and its offerings to prospective and new Foundation Communities residents with school age children. The FES will work with school staff, such as the Parent Support Specialist, in recruiting and enrolling students that are referred to the program by teachers and school administration. The FES will work with the Site Coordinator and team of Foundation Communities case managers, resident service and Learning Center coordinators to stay informed of all local and community resources in the Austin area and refer families to these resources, or bring resources in, when possible. The FES will set up and maintain a family resource center that will include brochures, flyers and informational pamphlets on local service providers, medical and health resources, job fairs, educational opportunities and events at the learning center and at the local school. The FES will be a part of planning and developing the program to ensure that the needs of families and parents are considered when developing programs. A key goal of the FES is to connect families to resources, introduce them to programming, and engage them in educational opportunities for themselves. The FES will work to provide support to the parents so that they in turn can be more involved in their child(ren)'s education and take initiative to become more involved in the school and at the Center. The FES will also assist in reaching out to parents regularly to personally invite them to program events and adult classes through phone calls, emails or personal conversations. Additionally, the FES will get continuous feedback from parents on program offerings and satisfaction for their children and themselves.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 742563260

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Learning Centers will provide many programs and services, both from within FC and through use of community partners, to parents and families based on the basic, educational, financial, and health needs of the community. At the three FC resident communities served in this program, over 60% of households are headed by a single parent with one income, making food insecurity a reality for most families. In 2014, 89% of households with children nationally reported being food insecure (Hunger in America). Through private funding that supports general programming, FC offers an onsite food pantry for residents. The pantry provides families with staples, household items, and fresh foods.

For parents, FC offers Financial Literacy programs such as Money Management, Homebuyer Education and Financial Coaching through both our Community Financial Center and a specialized program through our Children's HOME Initiative. Through these Financial Literacy programs, low income families learn the educational tools to get out of debt, save money, prepare a budget, and plan for purchasing their first home. The Learning Centers also offers a program called Free Minds, a college level humanities courses team-taught by faculty at The University of Texas at Austin (UT) and Austin Community College (ACC). Classes are held in the evenings twice weekly. Tuition, books, child care and other support services are provided without charge. Students who complete the program earn six credit hours from ACC and the program is designed for low income individuals in the community who have not attended college or may have had barriers accessing higher education. Free Minds Project is funded through a combination of grants, individual donations, and the participation of the institutions (UT and ACC) involved. Austin Free Net offers evening computer skills classes to residents free of charge at the center's on-site computer labs to assist them to develop office skills needed for employment or to assist with their children's school work and education.

In addition, the Centers will hold a series of family engagement activities each month that will promote parent involvement in education and in their child(ren)'s lives. Family engagement activities will include literacy and math workshops, educational game nights, college/career pathways, and fitness activities that involve the whole family. In addition, our partner Lifeworks will provide some programming from their Strengthening Families course. FC's Child and Family Clinical Case Manager will also provide parent education programming based on interests of parents and needs of students. FC will also coordinate parent training provided by Austin ISD staff on school attendance and how to use the district's parent self-service system that assists parents in keeping track of their child's grades, attendance and school work.

Health is a major concern for FC's low-income residents. Obesity rates have more than doubled in adults and children since the 1970's (National Center for Health Statistics, 2009). While recent estimates suggest that the overall rates of obesity have reached a plateau, obesity is widespread and continues to be a leading public health problem in the U.S. (Flegal et al., 2012; Ogden et al., 2012). Community centers can offer families support with health related issues through fitness activities and nutrition programs. WeViva will continue its partnership with Foundation Communities to bring the residents of these affordable housing locations free and accessible fitness and nutrition programming. All group fitness classes led by WeViva are bilingual and are taught in a culturally appropriate manner. In addition, in order to minimize as many obstacles to achieving health as is possible, WeViva provides childcare for the participants' children during the WeViva class time. WeViva aims to reduce some of the barriers that people (mainly women), face when making the decision to prioritize their wellness. In doing so we not only improve women's health, but produce healthy role models for children and families. Low-income minority individuals have significantly higher rates of Type 2 diabetes and obesity. The Texas Diabetes Council reports that diabetes is the sixth leading cause of death in Texas, but the fourth leading cause of death among Hispanics and African Americans. By encouraging healthy eating and exercise in the populations most in need, our partner WeViva can make an impact in the lives of individuals and their families.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 742563260		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 742563260

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 742563260

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 742563260

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation		
County-District Number or Vendor ID: 742563260		Amendment number (for amendments only):
Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For <i>statewide</i> teacher training programs or <i>statewide</i> student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.		
Total Nonprofit Schools within Boundary		
Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 6		
Initial Phase Contact Methods		
Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input checked="" type="checkbox"/> Email	<input type="checkbox"/> Other method (specify):
Total Eligible Nonprofit Students within Boundary		
Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 6		
Check box only if there is no data available to determine the number of eligible students: <input type="checkbox"/>		
Total Nonprofit Participants		
Total nonprofit schools participating:	Total nonprofit students participating:	Total nonprofit teachers participating:
No nonprofit schools participating: <input checked="" type="checkbox"/>	No nonprofit students participating: <input checked="" type="checkbox"/>	No nonprofit teachers participating: <input checked="" type="checkbox"/>
Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating.		
Participant Consultation: Development and Design Phase Consultation Methods		
Check the appropriate boxes to indicate development and design phase contact methods.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other (specify):
Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)		
<input type="checkbox"/> How children's needs will be identified		
<input type="checkbox"/> What services will be offered		
<input type="checkbox"/> How, where, and by whom the services will be provided		
<input type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services		
<input type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services		
<input type="checkbox"/> The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools		
<input type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers		
<input type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor		
<input type="checkbox"/> Other (specify):		

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 742563260

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: